Online Learning Council Fellows
2015-2016 Annual Report

The Online Learning Council (OLC) Fellows support the University’s mission as an institution of higher learning that meets the needs of a rapidly growing industrial society. Since its inception, the Fellows have been an integral part of Drexel’s transformation to provide cutting edge online and technology-supported educational opportunities to students. Currently, Drexel University’s total student enrollment is approximately 26,000 students. Of these, approximately 6700, or 23%, are fully online students with approximately 20,000 students, or 77%, having taken at least one online course this academic year.

The Online Learning Council (OLC) was envisioned in 2009. The mission of the Online Learning Council is to inform and enhance the academic experience that Drexel faculty and students enjoy, particularly with respect to the ways in which the infusion of technology and advanced pedagogies can support that achievement. A part of the University’s strategic initiative aimed at supporting online educational efforts at Drexel University, the OLC appointed Faculty Fellows to serve as ambassadors and champions of online learning with the goal to promoting institutional transformation through program development and delivery, training, consultation, planning, outreach, and support of the efforts of the Online Learning Council and its committees.

The Fellows comprise ten faculty members all of whom provide professional development and mentorship for interested faculty, staff, and academic units. The work of the OLC Fellows typically includes activities such as consultation, advisement and mentorship regarding the online teaching environment and online and blended course reviews to assure and improve online course quality. These services are customized according to faculty preferences/needs and may be used at any point in the course life cycle (planning, developing, delivering, reviewing), faculty life cycle/status (full-time, part-time, new, experienced), and academic unit needs.

Academic year 2015-2016 saw changes in the structure and processes associated with the Online Learning Council as an organization. The annual work of the OLC Fellows reflects the ever-changing technological, academic, and cultural institutional environment of our vibrant University. As part of the 2015-2016 strategic initiative aimed at supporting online educational efforts at Drexel University, the OLC Fellows have promoted institutional transformation through program development and delivery, training, consultation, planning, outreach, and support of the efforts of the Online Learning Council and its committees. This report provides a summary of this work.
Training and Development

The Fellows planned, facilitated and presented at numerous workshops and brown-bag sessions across the academic enterprises as well as online topics as requested by faculty within individual colleges/schools led by the OLC Fellows. These are summarized in Table 1.

Table 1. OLC Fellows workshops and presentations

<table>
<thead>
<tr>
<th>Major Activity</th>
<th>Total Conducted 2015-2016</th>
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<tbody>
<tr>
<td>Workshops/Training</td>
<td>19</td>
</tr>
<tr>
<td>- Applying the Quality Matters Rubric</td>
<td></td>
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<tr>
<td>- The Drexel University Core Design Elements Checklist</td>
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<td>- How can I improve my course?</td>
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<td>- Using Course Analytics</td>
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<td>- Promoting Engaged Learning in Online Courses</td>
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<td>- Teaching in the Virtual Space</td>
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<td>- Course Alignment and Mapping</td>
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<td>- Accessibility Workshop</td>
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<tr>
<td>- Assuring Learner Success Via Merging Best Practices of Assessment and Instructional Design</td>
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<tr>
<td>- The ABC’s of QM</td>
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<tr>
<td>- Orientation to Blackboard and Online Course Design</td>
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<tr>
<td>- Raising the Bar Quarterly Lecture Series</td>
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<tr>
<td>Presentations (Colleges, University)</td>
<td>4</td>
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<tr>
<td>- E-Learn 3.0</td>
<td></td>
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<tr>
<td>- Collaboratory</td>
<td></td>
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<tr>
<td>External Presentations (Regional, National International invited presentations)</td>
<td>4</td>
</tr>
<tr>
<td>- Cabrini College,</td>
<td></td>
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<tr>
<td>- INTED Conference, Spain</td>
<td></td>
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<tr>
<td>- Annual Continuing Law Education Conference</td>
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In addition to the formal presentations and workshops described above, the Fellows have been engaged in extensive intra-college training and development efforts. These
efforts include personal training for faculty, program consultations and training, and college support efforts.

Consultation, Course Development, Delivery and Course Design Review

The Fellows program launched at the inception of the 2012-2013 academic year, with the goal of designing a high quality and collegial course review process. The Drexel University Course Design Review Program includes options for self-review and peer review using the Drexel University Core Design Elements Checklist or the Quality Matters Rubric. The focus of the program is on continuous quality improvement and incorporates the key components of voluntariness, confidentiality, collegiality, and peer support.

The Online Learning Council structure was reconsidered and reimagined during academic year 2014-15. Academic year 2015-2016 represented a change in OLC structure and processes. These changes were reflected in shifting processes and patterns related to requests for course design reviews and consultation. Within the context of a changing OLC structure, the number of requests for course design reviews decreased at the same time that requests for OLC Fellow consultations increased. The number of reviews requested and conducted in prior years were consistent with an emerging cultural change related to online learning at Drexel University and the OLC Fellows' increasing penetration into developing programs, courses, and faculty development within the context of the previous OLC structure and processes. This change is represented in Table 2.

Table 2. Annual course review request activity

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<tbody>
<tr>
<td>Total Course Reviews</td>
<td>23</td>
<td>39</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>DUCDEC</td>
<td>--</td>
<td>28</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>QM</td>
<td>--</td>
<td>11</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Consultations</td>
<td>--</td>
<td>62*</td>
<td>8</td>
<td>TNTC**</td>
</tr>
</tbody>
</table>

* Note: This does not include the many informal, ad hoc consultations or reviews requested outside of the INSPIRE website.
** Too numerous to count

1 The Drexel University Course Design Review Program utilizes two instruments: the Drexel University Core Design Elements Checklist (DUCDEC) and the Quality Matters Rubric (QM Rubric). The Drexel University Core Design Elements Checklist is an instrument developed at Drexel University for use in evaluating essential online course components. The Quality Matters Rubric is a nationally recognized instrument developed by the Quality Matters Organization to evaluate online courses and online course components. All OLC Fellows are qualified to conduct online course design reviews using either instrument. All Online Faculty Fellows hold current Quality Matters Peer Reviewer certification and the majority hold current Master Reviewers certification. Currently, six colleges/schools
utilize the QM Rubric in the development of new online courses. Faculty training on both instruments is provided by the OLC Fellows.

An evaluation of faculty consultation requests yielded a list that addressed a broad variety of issues, skills, and forms of development including online course design, writing effective course learning outcomes, student engagement, technology-supported teaching, online pedagogies, new technology tools, ongoing course development, and many other issues related to online teaching and learning. In attempting to capture the volume of informal consultation requests, the OLC Fellows found that the requests were too numerous and varied to quantify.

This trend seems to demonstrate the highly regarded reputation of the OLC Fellows and the full integration of the Fellows role into all aspects of online education University-wide.

**Course Design Review Instrument Training**

To encourage broader understanding of the QM Rubric, four quarterly workshops on the “Applying the Quality Matters Rubric” were initiated this year with a total of 40 participants.

In addition to workshops on the QM Rubric, two workshops on the Drexel University Core Design Elements Checklist were conducted this year and quarterly workshops are planned for next year.

**Institutional Initiatives**

**Accessibility**
The OLC Fellows have been actively involved in promoting accessibility University-wide. In addition to offering a workshop on Accessibility and involvement in several major college accessibility initiatives, Fellows have been instrumental in training graduate and teaching assistants to support faculty in the implementation of online course accessibility changes. Furthermore, Fellows participate on almost all University committees and work in collaboration with University offices related to accessibility.

**Online Credit Hour Course Pilot Initiative**
Working in concert with the Senior Vice Provost, an OLC Fellow led a COAS-driven pilot initiative to address compliance issues related to credit hour requirements in online courses. The results of this pilot are expected to have impact on policy development, faculty training, and online course design/development.
Online Faculty Training

Faculty Training
The School of Education and the College of Nursing and Health Professions are developing two new university wide courses targeting how to teach online. The deployment of the first and most basic of these two courses is expected this fall quarter while the second, intermediate course is expected in the winter.

Committees
OLC Fellows participate on an extensive list committees around the University. Fellows are in attendance to offer support, ideas and consultation, but the work done in the committees are of the committees. These committees include: OLC Student Support and Engagement Committee, OLC Professional Development Committee, and the OLC Teaching Across Geography Group (TAGG) Committee.

College Initiatives
The OLC Fellows made great strides in supporting the uniqueness and directions of each college. Below is a summary of some of the major work that was done in 2015-2016 in support of and collaboration with several of the Colleges and Schools.

College of Arts and Sciences:
The Dean of the College of Arts and Science created the COAS Committee on Technology-Enhanced Teaching (CCTET) that is chaired by an OLC Fellow and comprised of faculty representatives from each department in COAS. The work of CCTET has resulted in:

- Conducted a limited survey of faculty who had undergone the online course design review process using the Drexel University Core Design Elements Checklist:
  - 100% reported that the course design review was helpful
  - 100% reported that they made changes to their course (or subsequent sections of that course) as a result of the course design review
  - 100% reported that they would consider having another course design review conducted.
- Development of a comprehensive training and resource site on technology-enhanced teaching for all COAS faculty
- Development and adoption of an e-course navigational for all online courses for COAS.
- Development and recommendation of an e-course syllabus template for all online and hybrid courses in COAS.
- Implementation of a college-wide accessibility initiative for all courses with priority on online courses.
- Training and use of teaching assistants to support online faculty and make essential accessibility changes in online courses.
- Design and implementation of an online credit hour training pilot. The results from this pilot are expected to have broad impact university-wide.

**College of Computing and Informatics**
The Information Science Department at CCI developed initiatives for undergraduate and graduate courses.
- All undergraduate courses are being developed and/or revised using a template following the Quality Matters Standards.
- A group of PhD students were trained to conduct course reviews and reviewed 40 Masters courses using the DUCDEC. In Phase 2 of the project they are reviewing the courses in more depth using modified Quality Matters Standards. Faculty members will receive a report and follow up consultation in fall term.

**College of Engineering**
- Established the QM Rubric as the basis for Online and Blended course design within the College of Engineering, Construction Management Program.
- Looking towards planning for a Technology Enhanced Teaching Committee within College of Engineering

**College of Nursing and Health Professions**
- All online courses located within the MSN Program (fully online) are reviewed before approval using the QM Course Design Rubric.
- A Common Course Template, based on the QM Course Design Rubric is used for online and hybrid courses throughout CNHP, face-to-face, hybrid and online.
- Online Tutorial “Online Teaching 101” is used for new faculty hires (adjunct, part time and fulltime) before receiving an online course load with Department of Nursing.
- New QM Peer Reviewers and faculty completing “Applying the QM Rubric” course are added to existing reviewers within the College.
- “Raising the Bar” Quarterly Online Lecture Topic Series continues into third year.

**Dornsife School of Public Health**
- Master Course Template developed and implemented throughout the Dornsife School of Public Health (DSPH) for all online and hybrid courses (currently, four fully online and hybrid programs).
- Currently all online and hybrid DSPH courses (~40 courses) are being reviewed via the DSPH QM Needs Assessment Program based on the QM General Standard Rubric within the school (represents ~ 30% of all course offerings). After needed modifications, the courses will undergo Drexel Internal QM Review
**Kline School of Law**
- 15 new online courses were developed using the QM Rubric and all new online courses use the QM Rubric for course development.
- Online Course Template developed and now in use throughout all online/hybrid courses at Kline.

**School of Education**
- Faculty in the SoE participated in six individualized training sessions around quality course design.
- SoE Program Directors attended a workshop delivered by Ray Lum centered on direct assessments, and alignment among objectives, activities and course assessment. A number of faculty members in the SoE participated in the “Applying the QM Rubric” course.
- Because of the high number of distance faculty, the SoE holds a large percentage of the TAGG committee roster.
- The SoE has hired a fulltime instructional designer who has been tasked with insuring course creation and modification within the framework of QM standards.
- In conjunction with CNHP, faculty and staff in the SoE are working to create two new online pedagogy courses slated for delivery in the fall.

**Westphal College of Media Arts and Design**
- Roundtable developed to discuss online courses and online course development within the College.
- Instructional Designer assisting with online course development.

**Work of the OLC Fellows Beyond the University**

The work of the OLC and OLC Fellows continues to extend beyond the Drexel University campus. In 2015-2016, there were two presentations at international conferences and one presentation at a regional conference.

1. *Professional Development for Online Faculty: Meeting diverse needs through a centralized initiative.* Presented at Annual Continuing Law Education conference “the Importance of Creating and Assessing Learning Outcomes”.

In a surprising development, Cabrini College announced its adoption of the Drexel University Core Design Elements Checklist as its institutional instrument for course design. OLC Fellows were invited to speak to faculty about its development and implementation. *(The Drexel University Core Design Elements Checklist. Invited presentation, Cabrini College, Radnor, PA. April 19, 2016).*
Preliminary Plans for 2016 - 2017

The work of the OLC Fellows is one of continuous evolution focused on institutional, faculty, and pedagogical transformation. In 2016-2017, the Online Learning Council Faculty Fellows plan to consider:

- Implement online credit hour training in conjunction with DCAE and Office of the Provost.
- Explore a possible partnership with the Office of Assessment and Evaluation regarding assessment and evaluation and our existing Course Design Review Program continuing our work toward continuous quality improvement.
- Facilitate “How to Teach Online” Two Facilitated Courses- one Basic and one Advanced currently in Development
- Facilitate quarterly the introductory Quality Matters workshop “Applying the Quality Matters Rubric”
- Facilitate quarterly Drexel University Core Design Elements Checklist workshops
- Plan a live/live-remote session: “A Conversation about Academic Integrity”
- Develop and incorporate video(s) about student/faculty experiences and perspectives related to academic integrity
- Work with faculty and academic units to prepare for Middle States Accreditation site visit.
- Develop customizable modules to be used by academic units in conjunction with Fellows-based training materials.
- Continue monthly OLC Fellows Meetings to facilitate exchange of new ideas and promising practices.
- Explore opportunities for conducting research related to online learning
- Continue the momentum and success of existing consultation, training, development, and academic unit support initiatives.
Respectfully Submitted July 27, 2016

Chair, Online Learning Council Faculty Fellows
Appendix A

**Student Support and Engagement Committee**
Co Chairs: Kimberly David-Chung and Lamont Wilson

<table>
<thead>
<tr>
<th><strong>Student Support &amp; Engagement</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Purpose:</strong> Improve the student experience for online and hybrid students throughout their student lifecycle in a way that better supports their academic success and retention.</td>
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<tr>
<td><strong>Proposed Areas of Focus:</strong></td>
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<tr>
<td>o Aggregate content from the various schools to serve as input into the program landing pages for the Test Drive.</td>
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<td>o Develop a robust microsite built on the foundation and vision of Drexel Express.</td>
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<td>o Identify ways to begin to establish online traditions.</td>
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<td>o Identify areas of opportunity to extend campus activities to the digital space.</td>
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<td>o Scope, then launch an online orientation (beginning with Veteran).</td>
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<td>o Pilot Dragon Photo ID cards.</td>
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<tr>
<td>o Review data collection from online student surveys; present recommendations to executive steering committee to eliminate barriers and present new initiatives for student retention.</td>
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Fellow:

**Professional Development Committee**
Chair: Stephanie Sutcliffe

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<tr>
<th><strong>Professional Development Committee</strong></th>
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<tr>
<td><strong>Purpose:</strong></td>
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<tr>
<td><strong>Proposed Areas of Focus:</strong></td>
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Fellow:

**Teaching Across Geography Group (TAGG) Committee**
Co-Chairs: Paul Clements and Kathleen Provinzano
Fellow: Karyn Holt, Allen Grant
Purpose: is to identify and then discuss the helps in place and then the challenges faced when teaching at Drexel from a geographical location remote from Philadelphia.

Areas of Focus:
- Identification of systems and processes that work well while interfacing with Drexel from a geographical distance (encompassing teaching, research, service, college/university-wide social activities, networking etc.).
- Identification of barriers to accessibility experienced while working from a distance.
- Strategic planning to support and enhance what is working well and simultaneously explore methods to eliminate access and interface barriers.
- Submit potential strategies and solutions to the Online Learning Council for discussion and potential action.
- Pursue development of procedural guidelines for colleges across the University to reference.